



# **Foundations of Excellence in the First College Year Final Report**



**2011**

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# Foundations of Excellence in the First College Year

## The Bridge Between Dreams and Action

### INTRODUCTION

#### History

The College of Coastal Georgia (CCGA), originally Brunswick Junior College, was founded in 1961 by the Board of Regents of the University System of Georgia. Construction of the physical plant was started in 1963, and the buildings were ready for occupancy in September of 1964. From the early 1970s until 2009, postsecondary technical and adult education programs were offered in a collaborative fashion under the governance of the Board of Regents and the Technical College System of Georgia (formally Department of Technical and Adult Education). The Board of Regents authorized the Camden Center to serve the needs of Camden County residents in December of 1992, and classes began in the former Kingsland Elementary School in January of 1993. In May of 2004, the Camden Center's permanent facility opened for services.

The name Coastal Georgia Community College was adopted in July of 1996 after the recommendation of consultants retained by the Board of Regents to review institutional missions. Because the college's clear geographic service region and commitment to a comprehensive mission of transfer programs, technical programs, lifelong learning, and community service, the Board of Regents enacted the change to better reflect the reality of the mission.

In July of 2008, following a study to determine the higher education needs in Southeast Georgia, the college was designated a state college and authorized to continue offering career associate degrees and associate degrees for transfer as well as add baccalaureate degrees targeted to meet the needs of the college service area. The institution's new mission and enhanced scope of programming is embodied in its new name, the College of Coastal Georgia. The college's comprehensive, strategic master plan, establishing the pathway for the institution to become a center of academic and community service distinction, was adopted in May of 2009.

In keeping with the demographics of its five county service region, the college's 2008 population included 24% African American students and 69% Caucasian students. The female to male ratio is 70% to 30%. As a result of the college's transition to a state college with baccalaureate programs, the institution's headcount increased from 2935 in 2008 (with an FTE of 2238) to 3438 in the fall of 2010 (with an FTE of 2839). The addition of these 503 students is

especially impressive given that the original headcount of 2935 included 500 non-degree students in technical courses who, because of the mission change, transferred to technical colleges. Consequently, it is more accurate to calculate the jump in enrollment at 1003 students rather than 503 because the 500 technical students' collective transfer occurred simultaneously with the enrollment increase that resulted from the status change.

The enrollment growth from 2008 to 2010 clearly exceeded projections and goals, and this pattern is expected to continue. The 2020 goal is a headcount of 6,000, and it is anticipated that a larger percentage of statewide and out-of-state students will be represented in that number. The college's 2009 Strategic Master Plan envisions support for this growth by means of 30 capital projects requiring \$244 million in public and private funds. In December of 2010, the first capital project, the Health and Science building, which primarily houses nursing and science laboratories, was completed. The first phase of the college's latest transformation is almost complete.

Although the College of Coastal Georgia has always evolved to meet the needs of the surrounding communities, its latest transformation is indeed the most profound and one that will simultaneously affect student and faculty demographics, program offerings, and in short, re-create the college. As of this writing, five major construction projects on campus guarantee a College of Coastal Georgia that will be a center of life in a way not believed possible before. For example, the construction of residential housing currently under way will permanently alter the physical landscape of the college but even more importantly, support the image of the College of Coastal Georgia as a destination location rather than a local "stepping stone." The residence halls are only one example of many projects that are just as far-reaching.

### **Foundations of Excellence Invitation**

In short, the invitation from the Policy Center on the First Year of College to participate in the Foundations of Excellence guided self-study and improvement process could not have come at a more exigent moment. The college president and other administrators, many of whom were recent additions to the campus community, foresaw the benefits of a comprehensive and reflective self-assessment leading to a proactive plan to better serve first year students. The aspirational measures of the Foundations of Excellence self-study and the Foundational Dimensions would guide the process designed to benefit first-year students but because of the Dimensions' focus on campus-wide change, the process would benefit all involved at CCGA—students, faculty, and staff.

The College of Coastal Georgia's participation in the FOE program was an ideal opportunity for the college community to take action on the new mission, vision, and strategic plan. The results of the FOE study are providing assessment measures and implementation strategies for many

institutional processes. For example, FOE results are contributing to the SACS re-accreditation process as well as supporting the upward mobility of curricular programs and support services to a level of excellence unknown in previous years. It would be an understatement to say that the FOE study merely influenced our thinking; FOE actually framed the terms of the discussion of transformation.

## **FOUNDATIONS OF EXCELLENCE: OPPORTUNITY AND PROCESS**

### **What is Foundations of Excellence?**

Foundations of Excellence in the First College Year is a comprehensive, externally guided self-study and Improvement initiative designed to study all aspects of the first year of college. It is a set of principles that are termed Foundational Dimensions that guide measurement of institutional efforts and provide an aspirational model for the entirety of the beginning college experience from initial contact with students through admissions orientation, and all curricular and co-curricular experience. It also provides an intellectual foundation for the entirety of the undergraduate experience.

### **The Project and Process**

The preamble to the process of the Foundations of Excellence in the First Year of College began with CCGA president, Dr. Valerie Hepburn, having preliminary conversations with the founder of the Policy Center for the First Year of College, Dr. John Gardner, executive director, and later, deciding with the CCGA vice-presidents to participate in the project. In July of 2009, the Policy Center on the First Year of College invited CCGA to participate in the 2009-2010 cohorts to study all aspects of the first year of college and produce a plan for institutional improvement leading to higher levels of student learning and persistence in college (FOE Guidebook for Task Force Members). In August of 2009, the CCGA team of Dr. Andrea Wallace, Dr. Ellen Flournoy, Dr. Gerald Kiel, and Ms. Kay Hampton participated in the FOE professional development training in Ashville, North Carolina, in preparation to guide the campus through the year long self study.

During the Launch of the Fall 2009 semester, the college president introduced the faculty and staff to the FOE project by explaining its purpose, the nine foundational dimensions (Philosophy, Organization, Learning, Faculty, Transitions, All Students, Diversity, Roles and Purposes, and Improvement) as well as the importance to the college's new mission and vision for the future. The timing of the study was fortuitous as the college began its first semester with baccalaureate students. Dr. Hepburn also introduced the FOE steering team members who had attended the training as well as emphasized the importance of inclusion and participation by students, faculty, and staff.

The month of September was the germinal period in which FOE plans were solidified. Dr. Hepburn and the steering committee team met with other key administrators to begin developing the initial plan that would guide the year's FOE work. Additionally, the nine aspirational dimension committee co-chairs (one faculty and one staff member) were selected as well as the members of the dimension committees (9-12 members for each group). The committees' memberships were comprised of a mixture of faculty and staff and included one student representative for each committee. With the president's guidance, it was decided that the FOE Steering Committee would be made up of the original team who attended the FOE training (A. Wallace, E. Flournoy, G. Kiel, K. Hampton); Dr. Phil Mason, Vice President for Academic Affairs; Tony Wege, Faculty Senate President; Holly Christensen, Director of the Camden Center; George Dupuy, Faculty SACS Chair; Lisa Lesseig, Registrar; and James Lynch, Director of Institutional Effectiveness. The FOE Task Force membership would be the Steering Committee as well as all the Dimension co-chairs. Additionally, Dr. Wallace, Dr. Flournoy, Dr. Kiel, and Ms. Hampton committed to serve as liaisons for two or three dimension committees each to ensure that the co-chairs had a ready resource for obtaining answers. In total, a team of approximately 100 CCGA faculty, staff, and students participated in the FOE work. In mid-September, the official college Kick-Off Celebration was held for the entire campus faculty and staff and included a presentation describing the project and introducing the Dimension Committee co-chairs and committee members. The presentation culminated in an elaborate celebration of food and drink provided by the CCGA Culinary Arts students. A few days later a similar workshop and celebration was held at the Camden Center.

With the groundwork completed, the Steering Committee met with the nine Dimension Committee co-chairs to develop the project timeline and establish each committee's responsibilities for the study. Using the Performance Indicators provided by the Policy Center, each committee would collect data on their dimension, analyze the data, prepare a report delineating their findings, and provide prioritized recommendations for future action. Each Dimension committee would determine the frequency of their meetings depending on the work to be done and the availability of the data needed for their Performance Indicators. The committees were also informed that there would be webinars provided by the Policy Center throughout the academic year to further explain and guide their work. Additionally, the committee co-chairs were given contact information for the Policy Center's liaison for CCGA and provided information on the use of the FoEtec website where data would be housed for each committee's reference and use. In the culminating stages of the FOE self study process, the final report generated by each Dimension committee would provide the data used to create the action plan included in the institution's final report.

Early on, the Steering Committee had to definitively describe the “first year student” in order to effectively make decisions about mining data. Although creating this definition may sound straightforward, it is, in fact, an intricate process that brings many factors into confluence. Countless systems of classification come into play such as students’ degree status, their total number of hours versus how many hours they might take in a given semester, the length of time they have been at the college, their ages, and many other possible groupings. For the purpose of this study, a “first year student” was described as any degree seeking student who had successfully achieved less than 30 credit hours. The CCGA “first year student” could be traditional or non-traditional, native or transfer, and enrolled full or part time, day, or evening.

The first major data gathering process began in October with the introduction of the Current Practice Inventory (CPI). The CPI is a mining process that collects information on existing institutional practices and includes, among many other things, lists of official and unofficial programs, official and unofficial policies, and data about first year students. The CPI was the beginning point for locating contemporary institutional practices that affect first year students. The collection of information for the CPI was both difficult and eye-opening. The committees quickly found that CCGA had no organized, coordinated effort in the planning and management of the student’s first year. Throughout the study, the CPI was a work in progress because new materials were perpetually discovered and added to the inventory. Dimension committees were encouraged to check the FoEtec website frequently for new additions to the CPI because some of these findings may have affected their own data and assessment process.

The FOE self study included two collections of electronic survey data—The Faculty and Staff Survey and the First Year Student Survey—that provided key information necessary for the committees’ work. To encourage participation in the surveys, the college provided an incentive for each group to be queried. All participating faculty and staff were included in a drawing for two gift certificates for “couple’s dinners” at local restaurants, and all participating students were entered in a drawing for two \$100 gift certificates from the college bookstore. The Faculty and Staff Survey was administered in October and had a 74.4% participation rate. This survey investigated faculty and staff perceptions about aspects of the campus environment that aligned with the nine Dimensions. The First Year Student Survey was administered in November and December with a 21.7% participation rate. Even though the students had only been on campus for three months, it was important to know their “first impressions” about CCGA because of the impact this first impression has on retention. In general, FOE task force members were not surprised to find that the surveys revealed many “holes” in the college’s administration of the first year.

By January of 2010, most of the essential data—the Current Practices Inventory, the Faculty and Staff Survey, the Student Survey, and the Dimension committees’ individually mined data—had been collected and was housed on the FoEtec website for all Foundational Dimension Committees to use. At this time, many committees began the process of program assessment.

## **CCGA COMMITTEES: DIMENSIONS, PROCESS, RESULTS**

### **Philosophy Dimension**

**Foundations Institutions approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices.** The philosophy/rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for first-year organizational policies, practices, structures, leadership, department/unit philosophies, and resource allocation.

Co-Chairs: John Kissinger and Claire Hughes

Members: Dave Leenhouts, Jeff Lemieux , Stacy Howe, N. Maasha, Don Mathews, Kathleen Quinn, Mark Pilgrim, Donna Smith, Treg Thompson, Zerelda Jackson, Eileen Boyd

From the beginning of the study, the Philosophy Dimension Committee’s work was the most straight-forward because no CCGA philosophy for the first year existed. The committee believed that CCGA needed a philosophy to guide the planning and ongoing activities of the student's first year. The committee developed a proposed philosophy to capture the new mission and vision of the college as it transitioned to a four year state college. After its review and revision, the new philosophy for the first year was adopted by the FOE Steering Committee and Task Force. The committee recommended that our philosophy be incorporated into the college website and printed materials to ensure and support our commitment to first year students.

The Philosophy is as follows:

The College of Coastal Georgia believes that the first year experience is the bridge to student success in college, future careers, and life. We celebrate that our first year students are diverse in their background and preparation for learning, have vast potential for growth, and are willing to learn and develop to their fullest measure. We recognize that great work is the free play of the well-trained mind, requiring direction, guidance, knowledge and technique. We at the College of Coastal Georgia show our commitment to these beliefs by:

- Inter-connecting all touch-points of a student’s first year experience
- Actively and intentionally engaging first year students in the campus community

- Developing learning opportunities that offer first-year students multiple possibilities for their future
- Equipping first year students with the tools for life-long learning

## Organization Dimension

**Foundations Institutions create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year.**

Certain institutional structures and policies provide oversight and alignment of all first-year efforts. A coherent first-year experience is realized and maintained through effective partnerships between academic affairs, student affairs, and other administrative units and is further enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements.

Co-chairs: Lisa Lesseig and Keith Belcher

Members: Ricky Weaver, David Reese, Sharon Bartkovich, Diane Denton, Junior Davis, Tawana Battle, Leon Gardner, Patrizia Stahle, Kimberly Leggett, Cynthia Bradley, Tony Bottita

In many instances, creating a new program structure may be easier than trying to “fix” a broken system. The challenges and opportunities discovered by the Organization Dimension Committee revolved around the need to “institutionalize” the practices of the first year experience. Because of the lack of defined organizational structure for the first year, communication to individual students has been conducted separately by each institutional unit, and information has not been targeted to the various needs of all new students. As the student population grows, the groundwork for a common and consistent first year message must be established.

Programs, such as early intervention, financial aid TV, advisement, student orientation, college success seminars, etc. are managed by various units with no planned coordination for the first year students’ experiences. Many program implementations overlap across institutional units, and in other instances, there are gaps in coverage of certain issues. The widest gap is often in evaluating the efficacy of programs.

Highest Recommendations for action:

- Establish a formal, campus-wide structure for the first year with a guiding philosophy and clear goals and outcomes.
- Assign a campus coordinator (or office) to be the expert on the First Year program to ensure that an effective plan and evaluation system is established, monitored, and maintained.

- Establish a permanent committee dedicated to the First Year made up of constituents of the program who will coordinate and implement the study findings.
- Create specific information dedicated to serving the needs of the first year students (and families) outside the classroom, and ensure campus-wide distribution.
- Provide professional development for the college community on the Philosophy and planned outcomes of a First Year Student program.

## Learning Dimension

**Foundations Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution’s philosophy and mission.**

Co-chairs: Tom Wenzka and Deborah Holmes

Members: Vicki McClain, Joe Peoples, Melissa Canady, Maureen Wagner, Valeska Carter, Jim Carpenter, Angela Tucker, Sara Tresler, Katie Berhow, Mills Briggs

Deep learning, whether it occurs inside or outside of the classroom, also promotes increased competence in critical thinking, ethical development, and the lifelong pursuit of knowledge. Overarching learning goals help academic programs achieve successful intentionality and results. The Learning Dimension Committee found that there were no learning goals established for first year students. However, the college does document instructional methods and evaluate their effectiveness in student learning across all courses. The general education outcomes are utilized to measure learning through all the general education courses during the students’ first two years at the college. However, the results of these first year students are not separated and used to evaluate their experiences in the classroom and beyond.

Success in academic course work is vital to the overall successful college experience. During a student’s first year, academic success is at its most critical point and is one of the principal factors determining that student’s continuation in college. Making the transition from the high school to the college experience is unsettling at best, and course work success has the potential to make a lasting impact. In order to help ensure students’ academic success, certain programs at CCGA provide services to students above and beyond basic classroom instruction. Some students are placed in learning support courses based on placement testing. Students who need learning support coursework cannot take regular college level courses until they successfully exit learning support. In addition, students are advised by faculty and guided into appropriate level courses for the first year student. First year students are highly encouraged

to enroll in CCGA 1101, which is the college success seminar. This course provides both a curricular and co-curricular approach to entering college and provides guidance to help students attain college success. Unfortunately, the college does not have any courses designed for students who are above average; in other words, there are no honors classes.

Collectively, the college does not address the causes of high failure rates in courses taken by first year students. However, individual or groups of faculty in the same discipline may conduct reviews and work together in trying to improve course success rates.

Because the college is still actively transitioning from a community college to a four year state college, there are programs and initiatives yet to be developed for students in the first year. For example, Student Life incorporates some leadership training into the Student Government activities, but this training is not specifically for first year students—at least not yet. Another program that will inevitably impact first year students is Service Learning, which will be the Quality Enhancement Plan (QEP) for the college's SACS re-accreditation in 2011. Service Learning has commenced only for the faculty participating in the first training program but will eventually be a campus-wide opportunity for enhancing learning. Additionally, the college has a stable Learning Center where staff provides tutorial support for students outside the classroom, and this center will definitely be part of the overarching program for the first year student. Yet another piece of the plan is residential housing, which is currently under construction and expected to accept the first 300 residential students in the fall of 2011.

Action Items that received high priority by the committee:

- Address the causes of high D,F,W,I courses, and develop plans to decrease the D, F, W, I rates.
- Train students in the use of technology in the learning environment.
- Develop an Early Alert System.
- Develop leadership programs that link curricular and co-curricular activities.
- Consider developing first year experience courses that are discipline specific.

## Faculty Dimension

**Foundations Institutions make the first college year a high priority for the faculty.**

These institutions are characterized by a culture of faculty responsibility for the first year that is realized through high-quality instruction in first-year classes and substantial interaction between faculty and first-year students both inside and outside the classroom. This culture of responsibility is nurtured by chief academic officers, deans, and department chairs and supported by the institutions' reward systems.

Co-Chairs: Deborah Browning and Trish Rugaber

Members: Craig Fleisher, Curtis Spires, Tyler Bagwell, Rebecca Yeomans, Joan Rozmarynoski, Anna Dewart, Kent Layton, Sandra Bunn, Brian McLeod, Heather Brown, Randall Rozier

The Faculty Dimension Committee work found that the CCGA faculty and staff are dedicated to student success. However, first year students are not clearly differentiated from other students on campus. Faculty have no clear picture of the common experiences, interactions, and information received by a “typical” student from the time of recruitment through the first year. This committee repeatedly noted the absence of an intentional first-year student focus on teaching, advising, and in academic and non-academic interactions with students. Additionally, the committee noted that the institution lacks a first year focus in hiring, training, and professional development for faculty. The committee noted a lack of academic involvement in orientation and professional development opportunities for faculty who teach and advise first year students. Additionally, they found that the five highest enrollment courses taken by first year students were often large classes, and students were underprepared for the expected performance in those courses. They also found that the majority of the College Success Seminar (CCGA 1101) courses were taught by part time faculty and that the student evaluations were not positive. Another area of concern was the high enrollment (52%) of 2009 first year students who required learning support. Those students require high levels of support, such as tutoring and advising, and the faculty who teach learning support courses have heavy teaching loads. Also, there is no established program of professional training for faculty teaching learning support students.

Action items that received high priority by the committee:

- Develop/communicate to faculty, staff, and students a comprehensive road map to track students from recruitment through the first year.
- Complete a comprehensive review and revision of the College Success Seminar (CCGA 1101).
- Develop a plan to have, primarily, full time faculty teach CCGA 1101.
- Raise the minimum requirements for admission to CCGA.
- Establish a collaborative Orientation Committee comprised of student and academic affairs representatives.
- Increase the Advising Center Staff.
- Increase funding for professional development related to teaching and advising first year students.
- Develop a comprehensive system of orientation, mentoring, and ongoing training for faculty who teach first year students .

- Re-evaluate and re-prioritize budgets for schools that serve first year students

## Transitions Dimension

### **Foundations Institutions facilitate appropriate student transitions through policies and practices that are intentional and aligned with institutional mission.**

Beginning with recruitment and admissions and continuing through the first year, institutions communicate clear curricular and co- curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution. They create and maintain curricular alignments with secondary schools and linkages with secondary school personnel, families, and other sources of support, as appropriate.

Co-Chairs: Jean Mistretta and Cheryl Van Dyke

Members: Jeff Preston, Laurel Neace, Meribeth Fell, Jennifer Hatchel, Robin Bradshaw, Michael Hannaford, Larry Johnson, Myisha DeNosé, Kasey Knight, Barbara Nakigudde

The Transitions Dimension Committee reviewed and analyzed six performance indicators that were primarily oriented to communication with students, families, and others as well as facilitating student connections. The areas studied that related to student communication during recruitment were recruiting, admissions, and marketing. Additional areas of communication researched were how effectively the college communicates with first year students regarding various topics (academic regulations/expectations/honesty, discipline, employment on campus, out of class opportunities, cost, etc.) The degree to which the campus establishes connections with families of first year students by targeted communication was analyzed as was connections with faculty, other first year students, upper-level students, and student and academic affairs professionals. The last major topic for this dimension committee was academic advising. There were 34 recommended action items.

Action items that received high priority by the committee:

- Expand personnel in recruiting.
- Study and implement best practices for new student orientation.
- Create an office for the First Year Experience and Student Transfers.
- Conduct regular, ongoing advisor training.
- Create pre-set schedules for the first semester.
- Hire a webmaster, and re-design the college website.
- Purchase plagiarism detection software.

## All Students Dimension

**Foundations Institutions serve all first-year students according to their varied needs.**

The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to assessment and adjustment throughout the first year. Institutions provide services with respect for the students' abilities, backgrounds, interests, and experiences. Institutions also ensure a campus environment that is inclusive and safe for all students.

Co-Chairs: Jean Fleming and David Nentwick

Members: Brian Sipe, Suzanne Shaw, Tony Bell, German Vargas, Brian Tankersly, Patrick Stephenson, Brelynn DuMortier, Tim Goodale, Tonda Highsmith, Danielle Siekkinnen

The All Students Dimension Committee collected data and studied the college's current practices related to the students' academic needs, social/personal needs, their perception of experiences and physical and psychological safety. The committee found that the college was not actively and intentionally engaging first year students in opportunities to give them the skill sets needed to produce academic and social competence and ultimately produce critical thinking citizens of the world.

Action items that received high priority by the committee:

- Provide an orientation session to inform students of all academic, social, resources, procedures, safety and contact information.
- Create regular, ongoing advisor training.
- Establish a writing center.
- Develop Honors activities and eventually Honors classes.
- Increase and improve counseling and disabilities services.

## Diversity Dimension

**Foundations Institutions ensure that all first-year students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities.**

Whatever their demographic composition, institutions structure experiences in which students interact in an open and civil community with people from backgrounds and cultures different from their own, reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.

Co-Chairs: Peter Cho and Holly Christensen

Members: Wayne Bosché, Leo Mundy, Aaron Dunham, Dorothy Edwards, Richard Hampton, Bonnie Tobias, Jason Fell, Maira Perdomo, Vanessa Bell, Diana Castro-Diaz

The Diversity Dimension Committee's work was focused around first year students experiencing diverse ideas, interacting with individuals from diverse backgrounds and cultures different from their own, and defining the standards for first year students' behavior in a diverse, open, and civil campus community.

Action items that received high priority by the committee:

- Add a general education outcome to address diversity.
- Continue efforts to attract and retain a diverse campus population.
- Develop a series of events for local speakers to present on campus.
- Expand the schedule of events to include opportunities to focus on political and global issues.

## Roles and Purposes Dimension

**Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society.**

These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good. Institutions encourage first-year students to examine systematically their motivation and goals with regard to higher education in general and to their own college/university. Students are exposed to the value of general education as well as to the value of more focused, in-depth study of a field or fields of knowledge (i.e., the major).

Co-Chairs: Geri Culbreath and George Dupuy

Members: Teresa Peeples, Walter Wright, Karen Hambricht, Katie Morris, Gerald Moody, Rodney Clements, Beverly Rowe, Stacy Ward, Chuck Sterner, Sandra Howard

The Roles and Purposes Dimension Committee found that CCGA needed to improve its role in promoting an understanding of the roles and purposes of higher education among first year students. The college lacks current college career-related resources and there are few efforts to provide opportunities for first-year students to examine their personal motivation for pursuing higher education. Students indicated that there were few opportunities to discuss with faculty or staff how college can help achieve life goals. Additionally, there needs to be more emphasis and central coordination for new student orientation.

Action items that received high priority by the committee:

- Establish a Center for Career Planning and Placement.
- Require all new students to register with the Center.
- Strengthen orientation through better coordination and student engagement.
- Require all clubs/organizations to develop a mission, and provide a summary of activities for incoming freshmen.
- Provide consistent opportunities for first year students to examine their personal motivations for pursuing higher education.

## Improvement Dimension

**Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement.**

This assessment is specific to the first year as a unit of analysis—a distinct time period and set of experiences, academic and otherwise, in the lives of students. It is also linked systemically to the institutions’ overall assessment. Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies as they affect first-year students. As part of the enhancement process and as a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on the first college year.

Co-Chairs: Brenda Taylor and Judy Gift

Members: Jean Choate, Niki Schmauch, John Cornell, Holly Sterner, Floyd Phoenix, Carla Bluhm, Dan Harrison, Sheila Ledford, Rebecca Sharpe, Jeremy Hennig

The Improvement Dimension Committee focused its work around the assessment and improvement of first year initiatives and programs. The college has limited assessment measures related to the student’s first year; there is no coordinated effort to collect data, no central depository for the data, and no plan to distribute data for use to improve the student’s first year experience. The committee investigated the following: Disability and Counseling Services, the Learning Center, orientation, and testing. The faculty/staff survey indicated that over 80% had little or no knowledge of the demographic characteristics or the academic profile of the first year students. Additionally, approximately 75% indicated that they have little or no opportunity to attend higher education meetings pertaining to the first year.

Action items that received high priority by the committee:

- Implement an evaluation system for Disability and Counseling Services.

- Identify first year students on the Learning Center assessment documents to improve services to that population.
- Develop student information and study materials to be distributed by the Testing Center prior to students taking the placement test.
- Collect data related to placement testing.
- Appoint a full time faculty member to lead the CCGA 1101 courses.
- Create professional development opportunities for faculty and staff that relate to working with first year students.
- Develop and conduct systematic evaluations on all aspects of the First Year Experience.

## **FINAL REPORT EXECUTIVE SUMMARY**

In hindsight, the CCGA community has exponentially enhanced the transformation of the college by completing the Foundations of Excellence in the First College Year self study program. The decision to participate in FOE’s four year self study and utilize the four year aspirational model during the earliest phase of our transition from two year to four year status was an intentional and effective attempt to speed up the evolutionary process. Because the college was granted four year status in the summer of 2008 and began almost immediate implementation of four year operations in the fall of 2009, it was clear that CCGA would not meet most of the performance indicators. However, since the purpose for participating in the project was to study all aspects of the first year of college and set aspirational goals for improvement leading to higher levels of student learning and persistence in college, we believed that assessing and evaluating where the college “was” at the moment—in the very beginning stages of becoming a baccalaureate granting institution—would have the most long-term benefits to faculty, staff, and students. Over 100 faculty, staff, and students served on the Steering Committee and Dimension Committees, and 74.4% of the faculty and staff participated in the survey. Participation in the student survey was 21.7%. While the process was at times laborious and disheartening, the outcome provided baseline data and information that will guide plans for first year students for the foreseeable future. Additionally, establishing a comprehensive “first year program” and conducting ongoing assessment and evaluation will provide continuous feedback for improvement in our service to first year students.

At the completion of spring semester 2010, each committee had conducted their research and compiled their recommendations for action. The committee self-assigned grades to their findings, and typically, the assigned grades were “Cs and Ds.” There were 97 recommendations for action, a number which seemed overwhelming. However, there were numerous recommendations that were either repetitive or very similar. After discussions regarding the best way to move forward in the development of a college implementation plan, the Steering Committee met with all the Dimension co-chairs for a brain-storming and prioritization session.

All of the recommendations for action were written on large poster boards for all to review. Each member was given dot stickers to prioritize action items, and then as a group, the repetitive recommendations were eliminated. Additionally, the group determined common headings under which to list action items. This process provided a logical path to follow in setting priorities for implementation. A timetable was established for the action item recommendations and was reviewed by the Steering Committee, who also assigned responsibilities to departments, programs, and individuals as well as assigning prospective years of implementation to each item. The implementation costs and the status of the college budget were considered in the prioritization process. In the final decision making process, it was noted that many of the priorities were not costly to implement. The three year implementation of the strategic action plan will be initiated in the 2010-2011 academic year.

## **ACTION ITEMS AND IMPLEMENTATION**

CCGA is dedicated to implementing as many of the dimension committees' action items as is feasible given the current constraints of our institutional and economic climate. Indeed, countless item items have already been incorporated into CCGA's current practices. The Steering Committee has thus far secured the following process for evaluating and implementing the committee-recommended FOE action items:

1. Each committee's recommendations for action were compiled in spreadsheet format and reviewed.
2. Several components were added: an implementation timeline, implementation plan, and parties responsible for action items.

The completed document is attached with implementation plans beginning in the 2010-2011 academic year and ending in 2013. It is anticipated that the majority of the action items, if not all of them, are achievable. The steering committee decided to host an annual a discussion of the action items designated for the upcoming year as well as how best to accomplish those items. Implementation plan, timetable, and responsible individual/group(s) are attached at the end of the document.

## **CONCLUSION**

CCGA participation in the Foundations of Excellence in the First College Year study is a testimony to the college's dedication to meeting the needs of their first year students as well as providing resources for faculty and staff to meet those needs. The results of the study indicate that while the college has many curricular and co-curricular activities to support the students' intellectual, emotional, social and physical growth, the communication and planning processes for meeting the specific needs of first year students is scarce and lacks coordination. The FOE self-study provided the mechanism to discover our existing strengths, upcoming challenges, and educational opportunities to better serve the students through a planned and coordinated program for the first year.

The Steering Committee and Dimension co-chairs believe the college must and will address the issues defined in the study. In an academic community, all members are responsible for providing an environment that promotes success for all students. Making commitments to provide an excellent first year experience for students through programs and initiatives will strengthen our students both academically and socially. As a result, the figurative academic roots of these well-supported students will grow deeper, and in turn, these roots will collectively improve CCGA rates of retention and graduation. Through this regenerative process, student success during the college experience—now and in the future—will be improved, which is a major goal of higher education as an institution.

## ADDENDUM

### **FOE Recommendations and Actions that have been implemented during the 2010-2011 Academic Year at the College of Coastal Georgia**

1. Review and revise CCGA 1101: Work group was appointed in the fall and are working on a plan for improvement. Recommendations will be reported to the Vice President for Academic Affairs and Deans by the end of spring semester.
2. Increase Advising Center Staff and mission to include intrusive advisement of learning support students. Beginning fall 2010 the college hired an additional advisor. The advisement for learning support has not been implemented.
3. Implement an Early Alert Program: The program was implemented in spring 2011.
4. Hire a career counselor and establish a Center for Career Planning and Placement. The counselor was hired fall 2010 and center was established.
5. Adopt a First Year Philosophy. The Philosophy was adopted at the end of spring 2010 semester.
6. Increase the number of full time, tenure track faculty. Ten full time faculty were added for the 2010-2011 academic year.
7. Provide orientation sessions to inform students of available resources (academic and social). Sessions were added to orientation beginning summer 2010 and are continuing.
8. Revamp orientation and registration to invigorate and involve freshman students. Changes (parent sessions, club information, academic support services, student presentations about college, etc.) were made and implemented summer 2010.
9. Enhance and broaden the Supplemental Instruction (SI) program. Currently the SI program is limited to learning support mathematics and one section of English. Beginning fall 2011 it will be increased to provide support for chemistry and algebra students. (Algebra has a high failure rate for first year students.)
10. Create an office for the First Year Experience and Transfer students. The coordinator position has been budgeted and interviews are in process.

### FOE RECOMMENDATIONS/ACTIONS AND TIMELINE

Committee	Recommendations	Time line	Responsible Party(is)	Actions/Comment
<b>Philosophy</b>	Adopt the First Year Philosophy statement	2010-2011	Steering Committee & Administration	Publish in college materials; website
<b>Philosophy</b>	Develop a means of disseminating the philosophy to the campus at large	2010-2011	Steering Committee & Marketing	Publish in college materials; website
<b>Philosophy</b>	Develop a method to gather ongoing feedback for the philosophy statement and its incorporation into the first year plan	2011-2012	Steering Committee collaborating with Student Affairs, Academic Affairs and Institutional Effectiveness	Include in recruitment, orientation, academic support services, advising, TRIO. Add to assessment plan
Committee	Recommendations	Time line	Responsible Party(ies)	Actions/Comment
<b>Roles and Purposes</b>	Establish a Center for Career Planning and Placement with dedicated space & career counselor. Require all first year students register with the Center and complete career assessment instrument to initiate interaction with the Center to begin career exploration/planning	2010-2011	Administration, Student Affairs	Fund career counselor position and develop career services center. All first year students will register with the center and complete an initial career assessment for career guidance
<b>Roles and Purposes</b>	Strengthen orientation to improve coordination and engagement. (After Director of Admission is hired.)	2010-2011	Director of Admissions	Orientation process will be evaluated & revised to promote student engagement & an option for parents
<b>Roles and Purposes</b>	Schedule a faculty development session emphasizing the importance of applying freshmen course work to careers and community service as well as service learning	2011-2012	Academic Affairs	Faculty development session will be included in fall 2011 workshops
<b>Roles and Purposes</b>	Review advising procedures to include opportunities for advisors to assist freshmen in relating their personal motivations to course scheduling options (advisor training)	2011-2012	Asst VP for Academic Services & Advising Center staff	Work with advisement committee to develop a plan

<b>Roles and Purposes</b>	Require all clubs and organizations to develop a summary of their activities and a mission statement that can be distributed to freshmen. Include a session in orientation where an officer for each club/organization encourages freshmen student involvement	2010-2011	Student Affairs	Plan to include information in thru summer/fall 2011 orientations materials. Student services will develop effective way to distribute
<b>Roles and Purposes</b>	Define computer skills and information literacy competencies and integrate them into the curriculum in a consistent and coherent manner	2011-2012	Academic Affairs & Instructional Technology	Develop work group to study and make recommendations for implementation in 2012-13
<b>Roles and Purposes</b>	Develop a plan to convey the college's vision of purposes for higher education to first year students	2011-2012	Asst VP for Academic Services & Advising Center staff	Focus efforts in CCGA 1101
<b>Roles and Purposes</b>	Explore the possibility of including a rationale for all majors and general education in the catalog and other publications and web sites	2012-2013	Registrar and AA's staff	Establish work group to investigate
<b>Roles and Purposes</b>	Provide consistent opportunities for first year students to examine their personal motivations for pursuing higher education	2012-2013	Career Counselor	Work with Student Affairs and Academic Affairs to assess feasibility
<b>Committee</b>	<b>Recommendations</b>	<b>Time line</b>	<b>Responsible Party(ies)</b>	<b>Actions/Comment</b>
<b>All Students</b>	Assess campus physical facilities and accommodation needs for students with disabilities	2011-2012	Student Affairs VP and ADA counselors	Develop a list of physical facility needs and a list of other types of accommodation needs with priorities and time lines and provide to administration
<b>All Students</b>	Establish network to provide off campus referrals for mental/emotional health needs	2010-2011	Student Affairs VP and ADA counselors	Counselors will develop a referral process, including agencies, as well as access to support materials.
<b>All Students</b>	Increase number of full time, tenure-track faculty	2010-2013	Academic Affairs VP	Positions will be requested by deans and filled within budget limitations and ability to recruit qualified faculty

<b>All Students</b>	Expand counseling and disability services & provide safety workshop at orientation	2011-2012	Student Affairs VP and ADA counselors, Director of Admissions & Orientation & Director of Housing	Work group will evaluate what and how to best provide this workshop
<b>All Students</b>	Provide orientation session to inform students of resources (academic and social) available	2010-2011	VP Student Affairs and Director of Admissions & Orientation	Work with Academic Affairs Asst VP for Academic Services and Learning Center Staff to develop resources
<b>All Students</b>	Develop study/support groups for students with disabilities	2011-2012	ADA counselors	Work with Academic Affairs Asst VP for Academic Services and Learning Center Staff to develop resources
<b>All Students</b>	Implement service learning and other formal mechanisms for CCGA community collaboration	2011-2013	Dir. of Service Learning & QEP Committee	Planning work will occur during the 2010-11 and beginning implementation during 2011-12
<b>All Students</b>	Establish a writing center	2011-2012	Academic Affairs VP	Request funding for center and faculty during 2010-11
<b>All Students</b>	Increase activities and academic opportunities for Honors students	2012-2013	Student Affairs & Academic Affairs VPs	Work group will evaluate what and how to best provide the opportunities
<b>Committee</b>	<b>Recommendations</b>	<b>Time line</b>	<b>Responsible Party(ies)</b>	<b>Actions/Comment</b>
Transitions	Re-vamp orientation and registration to invigorate and involve freshmen students	2010-2011	Student Affairs VP and Director of Admissions	Plan will be developed 2010-11, with implementation during 2011-12
Transitions	Create regular, ongoing advisor training	2011-2012	Asst. VP for Academic Services and Advisement Center Staff	Work with the Advisement Committee to develop an ongoing training process. Initiate ongoing workshops 2011 Fall Launch week
Transitions	Improve communication to faculty about advisees and create an advisee list on COAST	2011-2012	Registrar and Advisement Center Staff	Assess current operations and revise/refine as needed
Transitions	Collect parent/family contact information during open house and orientation	2010-2011	Student Affairs VP and Director of Admissions	Begin collecting information summer 2011
Transitions	Create parent/family distribution list (school wide, not office specific) to disseminate information.	2012-2013	Student Affairs VP and Director of Admissions	Consider what to collect and benefits. Follow up with decision on feasibility, usefulness, and possible implementation
Transitions	Develop a family night or family weekend program for current students	2011-2012	Student Affairs VP and Director of Admissions & Director of Housing	Establish a work group to discuss and plan a possible event and its potential impact on first year students
Transitions	Evaluate results of orientation and revise as needed to increase effectiveness	2010-2011	Student Affairs VP & Director of Admissions	Results will be share with orientation work group, SAs & AAs to plan needed revisions. Will become an ongoing process

Transitions	Change communication strategies with students. Incorporate texting as a primary communication method	2011-2012	Marketing and Student Affairs VP, Director of Admissions	Evaluate social networks in communicating with students and begin increasing use to improve communication
Transitions	Create set policy on hiring student workers	2011-2012	Human Resources and Student Affairs	HR will review current policy and revise if needed. Information on student employment will be distributed campus wide
Transitions	Create an office for first year experience and student transfers	2010-2011	Asst. VP for Academic Affairs and Academic Affairs VP	Recruit qualified coordinator and begin establishing a Center for the First Year Experience
Transitions	Continue to expand personnel in recruiting	2010-2011	Student Affairs VP	Request funding for additional recruiter in 2011-2012. Evaluate effectiveness of current recruiters and make changes where needed to ensure continued enrollment growth
Transitions	Study best practices for new student orientation	2010-2011	Director of Admissions and Student Affairs VP	Review the literature on best practices in new student orientation
Transitions	Implement best practices models for orientation	2011-2012	Director of Admissions and Student Affairs VP	Utilize best practices in the revision of the orientation process
Transitions	Identify a procedure to make first time registration more effective and less stressful	2010-2011	Director of Admissions and Student Affairs VP	Utilize a work group to study and evaluate the feasibility of having the new freshman student pre-registered when he/she arrives at orientation
Transitions	Publicize tuition clearly on the college website	2010-2011	Student Affairs VP, Business office VP, website master	Current tuition and fees will be listed on the college website and easy to locate
Transitions	Purchase plagiarism detection software	2011-2012	Academic Affairs VP	The feasibility of purchasing plagiarism will be investigated
Transitions	Hire an instructional technologist. Encourage student involvement in this activity for a fresher approach	2010-2011	Academic Affairs VP	Recruit qualified instructional technologist to train, guide, and support faculty in the increased use of technology in the classroom as well as developing hybrid and fully online courses
Transitions	Add an out of class engagement calendar to the website	2010-2011	Marketing, Student Affairs, Development, and webmaster	Use of a out of class web based will be researched and added to the college website
	Have Human Resources become a point of contact for student employment	2010-2011	Human Resources and Student Affairs	HR will review current policy and revise if needed. Information on student employment will be distributed campus wide
Transitions	Purchase/build a student portal	2011-2012	Administration, SAs, Information Systems	Student portal will be investigated and considered by CCGA
Transitions	Decrease faculty load/expectations to increase engagement with students	2011-2012	Academic Affairs	An Academic Affairs work group will study the feasibility of faculty load revisions

Transitions	Increase number of staff/faculty available to register students during orientation	2011-2012	Academic Affairs	Academic Affairs deans and administrative staff will work with student affairs in planning orientation so that adequate faculty are available to register students
Transitions	Create pre-set schedules for first semester	2011-2012	Registrar, Student Affairs Staff & Center for Academic Advising	Pilot group will be scheduled for fall 2011
Transitions	Identify consistent policy on disciplinary processes and consequences	2011-2012	Academic Affairs and Student Affairs	Study will be conducted to determine current policies and processes and revisions will be proposed as needed
Transitions	Create an ombudsman office and hire upper level students to provide peer counseling/mentoring	2012-2013	Asst VP for Academic Support Services, AAs and SAs	Group will assess feasibility of establishing an office
Transitions	Follow through with a plan to utilize communication technologies such as Twitter and Face book	2011-2012	Marketing and Student Affairs VP, Director of Admissions	Group will establish a plan for incorporating social networks in student communication
	Increase student employment opportunities on campus	2011-2012	HR, SA and Director of Housing	Group will work to increase student employment opportunities on campus
Transitions	Create a web form to estimate tuition costs	2012-2013	Business Office and Student Affairs	Feasibility will be evaluated
<b>Committee</b>	<b>Recommendations</b>	<b>Time line</b>		<b>Actions/Comment</b>
Diversity	Add a general education outcome to address diversity	2011-2012	Academic Affairs Deans	Core curriculum is being evaluated in the 2010-2011 academic year. Consideration will be given to adding a diversity gen ED outcome.
Diversity	Continue efforts to attract and retain a diverse campus population	2010-2011	Director of Admissions and Student Affairs VP	Increasing diversity will be a part of the college recruitment plan
Diversity	Develop a series of non-academic course events/speakers that will expose students to community at large	2011-2012	Director of Student Life and Student Affairs VP	Events will expand to include more community presenters
Diversity	Expand the events schedule to include opportunities that focus on political and global issues	2011-2012	Director of Student Life and Student Affairs VP	Include political and global issues in planning for campus events and presenters
<b>Committee</b>	<b>Recommendations</b>	<b>Time line</b>	<b>Responsible Party(ies)</b>	<b>Actions/Comment</b>
Organization	Establish a campus wide structure with a guiding philosophy and clear goals/outcomes, as well as assessment measurements, for the first year experience	2011-2012	Asst VP for Academic Services, AAs, SAs, and First Year Experience and Transfer Coordinator	2011-2012 academic year planning will include philosophy/goals/outcomes and assessment measurements for students in the first year

Organization	Assign a campus coordinator/office to be the "expert" on the first year program and to ensure effective evaluations are conducted and that the findings are used to improve/enhance the program	2011-2012	Asst VP for Academic Support Services, AAs, SAs, and First Year Experience and Transfer Coordinator	The First Year Experience/Transfer coordinator will be hired in the 2010-2011 academic year and work to establish goals and measurements to assess the first year experience for students
Organization	Establish a permanent committee dedicated to the first year, made up of major constituents of the program (orientation director, LS director, Learning Center director, Advising Center director, student leaders etc.)	2011-2012	Asst VP for Acad. Services, Academic Affairs, and Student Affairs	Work will begin with the hiring of the First Year Coordinator and a committee for the first year will be considered
Organization	Conduct ongoing training/professional development for CCGA community on the first year goals and outcomes	2012-2013	First Year/Transitions Coordinator & Asst VP for Acad Services	Develop philosophy/goals/outcomes for the first year experience in 2011-12 and initiate faculty professional development in 2012-13
Organization	Publicize the first year goals in all formal campus publications	2011-2012	First Year/Transitions Coordinator & Asst VP for Acad Services, Student Affairs, Academic Affairs, Marketing	After development of first year goals, they will be published on the college website and other designated college publications
<b>Committee</b>	<b>Recommendations</b>	<b>Time line</b>	<b>Responsible Party(ies)</b>	<b>Actions/Comment</b>
Learning	Create advising specialists who are not faculty	2012-2013	Asst VP for Academic Services and Advisement Center Staff	Consider feasibility of hiring professional advisors and training other staff to assist and support advisement
Learning	Create an area where students can always be advised and where they know to go	2011-2012	Academic Affairs Asst VP and Advisement Center Staff	Consider the feasibility of this goal through discussions in Academic Affairs
Learning	Conduct ongoing faculty training on advising	2011-2012	Academic Affairs Asst VP and Advisement Center Staff	Fall 2011, initiate additional training for faculty advisors
Learning	Create faculty advising specialists for their area with reduced workload	2011-2012	Academic Affairs VP	Feasibility will be evaluated
Learning	Provide regular advising workshops and advising fairs	2011-2012	Academic Affairs Asst VP for Acad. Services and Advisement Center Staff	Workshops to be initiated in fall 2011. Advising "fairs" will be considered
Learning	Develop advising sheets, handbooks and web pages for advising in each area	2011-2012	Academic Affairs Deans	Deans will review current advisement materials and revise as needed; develop WebPages to support/guide advisement

Learning	Create specialized advisors for first year students	2011-2012	Asst. VP for Academic Services, Student Affairs, Academic Affairs	Work group will be formed to consider the pros and cons of specialized advisors
Learning	Address the causes of the high D,F,W, I rates	2011-2012	Academic Affairs Deans & Acad. Affairs VP/ Assoc VP/Asst VP	Collect the data on high failure courses in first year students. Establish academic support to improve success
Learning	Train students in technology use	2011-2012	Acad. Affairs & Instructional Technologist	Work group will assess student need for training and then develop training plans
Learning	Develop an Early Alert system	2010-2011	Registrar, Academic Affairs	Plan and implement use of an Early Alert system to increase student's awareness of academic status 3-4 weeks into each term
Learning	Define common learning goals for all first year students	2011-2012	Academic Affairs	Consider the feasibility of this goal through discussions in Academic Affairs
Learning	Link curriculum and co-curriculum through leadership programs, lectures, and cultural events	2011-2012	Student Affairs VP, Academic Affairs VP, Director of Student Life	Establish a work group to discuss and plan events, programs to tie curriculum and outside activities together
Learning	Separate statistics for first year students	2011-2012	Academic and Student Affairs	Clarify the data referred to and evaluate the usefulness of extracting data
Learning	Develop learning outcomes for courses with first year students	2011-2012	Academic Affairs Deans and Faculty	Review current outcomes for the courses most frequently taken by first year students and revise if needed
Learning	Assess academic skills lacking in students and refer them to mentors/learning center/library, etc.	2011-2012	Academic Deans and Faculty	Discussions will be held by deans and faculty in academic skill needs and building
Learning	Develop some first year experience courses in program areas (math, biology, business, etc)	2012-2013	Academic Affairs Deans	Feasibility will be evaluated
Learning	Document instructional methods and evaluation of their effectiveness	2012-2013	Academic Affairs Deans and Faculty	Establish work group to discuss various instructional methods being used, their effectiveness and improvement strategies
<b>Committee</b>	<b>Recommendations</b>	<b>Time line</b>	<b>Responsible Party(ies)</b>	<b>Actions/Comment</b>
Faculty	Increase the advising center staff and mission to include intrusive advisement of Learning Support students	2012-2013	Asst VP for Academic Services and Advisement Center Staff	Group will evaluate feasibility, costs and potential outcomes

Faculty	Develop and implement a reward system for faculty excellence in advising first year students	2012-2013	Academic Affairs VP and Deans	Will be studied and considered
Faculty	Undertake a comprehensive review of CCGA 1101 and make improvements to provide a needed balance of study skills, current college information, program of study information and technology related information, including academic use of computers and computer applications	2010-2011	Academic Affairs VP	Work group will be named to conduct comprehensive review of CCGA 1101. Recommendations will be developed and presented to Academic Affairs VP and deans
Faculty	Raise the minimum requirements for student admission to this institution.	2010-2011	President & Cabinet	Admission standards will be studied and revised to improve quality of students and potential for retention and graduation
Faculty	Establish an Orientation Committee of the Faculty Senate to work collaboratively with academic and student affairs representatives to revise orientation policies and procedures and implement best practices	2011-2012	Academic Affairs and Senate	Request will be referred to academic affairs and senate as appropriate
Faculty	Develop and communicate among faculty, staff and students a comprehensive road map to track a prospective student's experience from his/her first exposure to the college through recruitment, admission, orientation and the first year as defined in our study	2011-2012	Marketing, Student Affairs and Academic Affairs	Touchdown map is available. Will be reviewed and implemented as determined to be appropriate
Faculty	Re-evaluate and re-prioritize budgets for schools that have first year students, with special emphasis on high enrollment academic classes, learning support classes, and CCGA 1101	2011-2012	Academic Affairs	Discussions will be held on the feasibility of making changes considering the budget reductions
Faculty	Develop a comprehensive system of orientation, mentoring, and ongoing training of full time and part time faculty who teach first year students	2011-2012	Academic Affairs	Potential plan will be discussed and implemented within budget constraints

Faculty	Re-evaluate and increase funding for professional development activities related to teaching and advising first year students	2011-2012	Academic Affairs	Funding discussions will be held to increase professional development in the areas of teaching and advising of first year students
Faculty	Re-evaluate the class size and workload of faculty who teach the 5 highest enrollment academic courses as well as CCGA 1101	2011-2012	Academic Affairs VP and Deans	Discussions will be held on the feasibility of implementation considering current staffing and budget reductions
Faculty	Develop and implement a reward system for faculty excellence in teaching first year students	2012-2013	Academic Affairs	Discussions will be held on the feasibility of implementation considering current staffing and budget reductions
<b>Committee</b>	<b>Recommendations</b>	<b>Time line</b>	<b>Responsible Party(ies)</b>	<b>Actions/Comment</b>
Improvement	Appoint a full time faculty member to lead the CCGA 1101 course: This person should receive some kind of compensation	2011-2012	Academic Affairs	Modifications to the course will be made in 2010-2011 academic year. This recommendation will be considered based on course modifications made by the study group in spring 2011
Improvement	Assessment should be conducted for each of these factors (p19.4) and communicated to CCGA employees	Delay	Delay	Delay
Improvement	CCGA 1101: The noted pass/fail/withdrawal rate should be compared with other courses taken by other CCGA first year students	2011-2012	Academic Affairs	Will work with IE to determine the feasibility of doing this and its meaning
Improvement	Learning Center: First year student should be more clearly identified on the assessment documents and data evaluated separately to measure success with this subgroup	2011-2012	Asst VP Acad Services and Director of the Learning Center	Work will be done to identify the first year students and then evaluate their success
Improvement	Create more professional development opportunities for faculty and staff: A "data driven" environment is necessary for continued improvement	2011-2012	Academic Affairs and Institutional Effectiveness	Will review data and use in making some decisions for professional development opportunities
Improvement	Create a "dashboard" in which faculty and staff can access data on demand	2011-2012	Institutional Effectiveness	Data will be available on the web for referral in making decisions related to first year students' success

Improvement	Develop an assessment to measure student retention and recall of orientation information	2011-2012	Director of Admission and Student Affairs VP	Will consider developing the tool as a part of the orientation evaluation process
Improvement	Orientation: It is suggested that "open ended" questions be added to the orientation exit survey--focus groups should also be used to provide more data.	2010-2011	Director of Admission and Student Affairs VP	Will consider developing some open-ended questions as a part of the orientation evaluation process
Improvement	Disability Services and Counseling: Disability and counseling services should implement an evaluation of services system as soon as possible	2011-2012	Student Affairs VP and Counselors	Will consider developing a service evaluation tool
Improvement	Testing: Evaluation of the success of placement based on testing scores is essential	2012-2013	Student Affairs VP and Testing Center Coordinator	Assess the feasibility of collecting data to compare placement scores and success in courses